

## Writing Standards Progression from Grade 2 to Grade 3

In grade 3, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, with guidance and support from adults, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.3.1-3).

### Grade 2, Standard 1 (W.2.1)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

### Grade 3, Standard 1 (W.3.1)

Write opinion pieces on topics or texts, supporting a point of view with reasons.

1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
2. Provide reasons that support the opinion.
3. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
4. Provide a concluding statement or section.

### Grade 2, Standard 2 (W.2.2)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

### Grade 3, Standard 2 (W.3.2)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
2. Develop the topic with facts, definitions, and details.
3. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
4. Provide a concluding statement or section.

### Grade 2, Standard 3 (W.2.3)

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Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### **Grade 2, Standard 4**

(Begins in grade 3)

#### **Grade 2, Standard 5 (W.2.5)**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### **Grade 2, Standard 6 (W.2.6)**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### **Grade 2, Standard 7 (W.2.7)**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

#### **Grade 2, Standard 8 (W.2.8)**

Recall information from experiences or gather information from provided sources to answer a question.

#### **Grade 2, Standard 9**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3. Use temporal words and phrases to signal event order.
4. Provide a sense of closure.

#### **Grade 3, Standard 4 (W.3.4)**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

#### **Grade 3, Standard 5 (W.3.5)**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)

#### **Grade 3, Standard 6 (W.3.6)**

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

#### **Grade 3, Standard 7 (W.3.7)**

Conduct short research projects that build knowledge about a topic.

#### **Grade 3, Standard 8 (W.3.8)**

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### **Grade 3, Standard 9**

(Begins in grade 4) (Begins in grade 4)

**Grade 2,  
Standard 10**

**Grade 3, Standard 10 (W.3.10)**

(Begins in grade 3) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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